Services and Supports for Students with Unique Mealtime Needs

2017 NCDPI EXCEPTIONAL CHILDREN PROGRAM ADMINISTRATORS' INSTITUTE

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KOURY CONVENTION CENTER, GREENSBORO, NC

Session Objectives

- Build knowledge of appropriate policy, procedures, and processes to address UMN
- Identify appropriate team members to address unique mealtime needs (UMN)
- Build knowledge of available resources re: addressing UMN
- Gather information about LEA/charter needs going forward

Updates and Advances in Policies for Serving Students with Unique Mealtime Needs

USDA Updates

SP59-2016 (previously *Accommodating Students with Special Dietary Needs*)

- Schools **must** make substitutions/accommodations in the reimbursable meal for students whose disability restricts their diet
  - includes providing special meals at no extra charge
  - allows for substitutions on a case-by-case basis
- Expanding, broad, inclusive definition of disability
  - physical or mental impairment
  - need not be life threatening
  - wide spectrum of 'major life activities'

USDA Updates

Medical Statement

- Recognized *medical authorities* may sign medical statement
- Description of the child's physical or mental impairment
- Explanation of what must be done to accommodate the disability
  - Food or beverages to be omitted, modified, or substituted
  - Recommended alternatives
- Justification for reimbursement of meals not meeting School Nutrition meal pattern
- Meal patterns may be developed to accommodate common disabilities

USDA Updates

Substitutions and Other Modifications

◦ May consider expense and efficiency in selecting appropriate accommodations for a student's disability

◦ Problem solving begins within existing meal patterns

◦ Collaboration with parents is critical

◦ Option to accommodate special dietary needs that do not constitute a disability

IDEA/504 Connections

Eligibility Determination

◦ *Child Find* responsibility applies to students with unique mealtime needs

◦ Team must persist with evaluation until adequate data for decision-making has been collected:

　◦ Parent collaboration

　◦ Pediatrician and community provider data

　◦ Detailed record of student performance during food/beverage-related activities at school

◦ Need for specially designed instruction must be considered:

　◦ Functional mealtime participation skills

　◦ Self-advocacy, self-determination

IDEA/504 Connections

IEP or 504 plan development

◦ Student's unique mealtime need(s)

◦ Goals for student to increase:

  ◦ safety

  ◦ independence and/or agency

  ◦ access to general education peers and settings

  ◦ progress toward age- and grade-level standards

◦ Required supports and services for goal acquisition

  ◦ Driven by unique student need, not by local resources, nomenclature, or practices

Unique Mealtime Needs Communication Process and Checklist

Creating Local Communication Protocols

- Flowchart
- UMN Checklist
- UMN team roster
- Professional development
- Other resources

Roles and Responsibilities

Student

Parent

Student's Medical Authority

School Administrator

Teacher/Teacher Asssistant

School Nutrition Director and Managers

Exceptional Children Program Director/Coordinator

504 Coordinator

School Nurse

Speech-Language Pathologist

Occupational Therapist

School Transportation Coordinator, Bus Drivers and Monitors

Other School Staff

Office personnel, coaches, after-school staff, curriculum support personnel

What do LEAs need next to support students with unique mealtime needs?

Table/Small Group Discussions

How do you anticipate the information provided today will affect your local policies and practices?

Is there anything you heard that you're glad about or eager to address?

Is there anything you heard that concerns you?

LEA Reflections (Google Form)

1. The information provided today was adequate for evaluating our local policies and practices related to meeting students' unique mealtime needs. [Likert Scale]

2. What additional information/resources do you need to evaluate your current policies and practices related to meeting students' unique mealtime needs?

3. What additional information/resources do you need to implement effective communication protocols in your LEA or school?

4. What ongoing support from DPI and DHHS would be most helpful? [Rank order]
    1. Dedicated UMN wiki or website
    2. Online professional development modules
    3. In-person, regional professional development
    4. As-needed technical assistance
    5. Other _____